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ABSTRACT

The National Alliance of Black School Educators' (NABSE) Educational Development Plan (EDP) was initiated in 1985 as a four-year effort to implement the findings and recommendations of NABSE's report of the Task Force on Black Academic and Cultural Excellence, "Saving the African American Child" (1984). The EDP has the following major goals: (1) the development of a Demonstration School Project (DSP) to model academic and cultural excellence for African American learners; (2) the creation of the Charles D. Moody Research and Development Institute on African American Education for delivery of NABSE program services; and (3) the establishment of a foundation to administer an endowment program supporting the EDP. The DSP is designed to establish partnerships between NABSE and local school districts desiring to improve academic and cultural excellence for African American learners. Such a partnership between NABSE and a local school should involve all available resources in the community, seek the active participation of parents and other community residents, and encourage students themselves to participate in designing their learning experiences. The NABSE Moody Institute will evaluate, develop, and coordinate programs for the DSP. The Moody Institute will recommend the first NABSE DSP site, which will be selected in 1988. Appendices acknowledge the support of African American entrepreneurs and major educational publishers. A list of task force members and a list of 90 references are included. (BJV)

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THE MISSION · THE MODEL

November 1987

A Report of the National Alliance of Black School Educators, Inc.
Task Force on the Educational Development Plan

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November, 1987

On behalf of the Executive Board of the National Alliance of Black School Educators, I am pleased and proud to transmit this report to the American people.

Blueprint for Leaderhship: The Mission and the Model is the progeny of Saving the African American Child (1984) commissioned by Donald H. Smith, NABSE Immediate Past President. The Blueprint is designed to translate the 1984 publication's philosophy and expectations regarding the achievement of academic and cultural excellence into operational terms.

It is our belief that the Blueprint will provide the direction and incite necessary to improve our nation's schools, especially those where African Americans predominate.

The document represents the commitment and dedication of the members of the Task Force on the Educational Development Plan. Each member was willing to participate at his or her own expense. Special recognition should be given to Dr. Adrianne Y. Bailey, Task Force Vice Chair for her perseverance. We are very appreciative of her leadership. We also gratefully acknowledge the support provided by the College Board and Scribner Educational Publishers in the preparation of this report.

Sincerely,

Charles R. Thomas

Charles R. Thomas
President.

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EXECUTIVE SUMMARY

The National Alliance of Black School Educators' (NABSE) Educational Development Plan (EDP), *Blueprint for Leadership: The Mission and the Model*, is an outgrowth of NABSE's historic report of the Task Force on Black Academic and Cultural Excellence, *Saving the African American Child* (1984), commissioned by Donald H. Smith, immediate past president. The EDP is a bold initiative designed both to translate that publication's philosophy and recommendations regarding educational and cultural excellence for African American learners into operational terms, and to institutionalize NABSE's mission in this regard.

DEVELOPMENT OF THE EDP

In 1985, NABSE President Charles R. Thomas and President-Elect Patricia A. Ackerman jointly initiated the Educational Development Plan as a four-year effort to implement the findings and recommendations of *Saving the African American Child*. The plan includes three major components which can be stated as goals:

1. the development of a Demonstration School Project (DSP) to model academic and cultural excellence for African American learners;
2. the creation of the Charles D. Moody Research and Development Institute on African American Education for delivery of NABSE program services; and
3. the establishment of a foundation to administer an endowment program supporting the EDP.

The plan was endorsed by the NABSE Executive Board in January, 1986 and an initial endowment to establish the NABSE foundation was made. Detailed planning for the Demonstration School Project began in February, 1986 with the appointment of Dr. Emeral Crosby as chair and Dr. Adrienne Y. Bailey as vice chair of Task Force II. In July, 1986, the Task Force convened a meeting of one hundred and twenty educators, publishers' representatives, and African American entrepreneurs in Columbus, Ohio to draft a document that would propose a detailed conceptual framework for the Demonstration School Project. During this meeting, subcommittees for each of the key areas of the DSP were established and convened, strategies for NABSE affiliate support were developed, expert consultants contributed ideas toward the design and implementation steps of the project, and the services of a publicist to promote the EDP and the work of Task Force II in the media were enlisted.

Following their July meeting, Task Force II members continued to refine and develop key areas of the demonstration school model. On August 4, 1986, President Thomas, President-Elect Ackerman, and Treasurer Barbara Jackson announced the conception of the EDP at a news conference at the

National Press Club in Washington, D.C. The DSP was the primary focus of the NABSE annual conference held in Washington, D.C. in November, 1986. Task Force leaders described the background and evolution of the DSP and presented a draft report describing the proposed model. NABSE commissions reviewed the document and made suggestions for improvement, and Task Force II Subcommittees convened to report their progress and work on additional tasks. In January, 1987, additional funds in support of the DSP were appropriated by the NABSE Executive Board.

PHILOSOPHICAL BASES AND PRINCIPAL FEATURES OF THE DSP

Saving the African American Child stressed the necessity for both academic and cultural excellence for the African American learner, and established a number of criterion performance goals in basic subjects to be achieved by these learners by the end of the twelfth grade. The DSP is designed to translate these insights and recommendations into operational terms by establishing partnerships between NABSE and local school districts desiring to improve the academic and cultural excellence of African American learners. Such partnerships would benefit local schools in many ways, including tangible evidence of their commitment to maximizing academic achievement for African American learners, active affiliation with a national professional educational organization, access to educational materials and resources availably only through NABSE, and national publicity and exposure.

The DSP model is generic rather than particular and rests on a number of assumptions regarding partnership and participation. These include the understanding that demonstration school programming must be a cooperative effort between NABSE and the local school; that such programming must conform to all legal mandates and board of education policies governing a particular school; and that components of the partnership model can be drawn from a variety of sources. Furthermore, such a partnership between NABSE and a local school should involve all available resources within a community, including various kinds of community facilities plus area colleges and universities; should seek the active participation of parents and other community residents; and should encourage students themselves to participate in designing their learning experiences.

In designing the DSP, Task Force II identified a number of elements present in effective schools that should be exemplified in a fully developed DSP site. These include effective leadership at all levels, a clearly defined and cooperatively developed sense of mission, maximum performance expectations for both students and staff, the development of cultural excellence, relevant and effective curricula, frequent monitoring and reporting of student progress, a safe and positive school climate, active participation by parents and the community, and encouragement of civic responsibility and participation by students and all school personnel.

ROLE OF THE CHARLES D. MOODY INSTITUTE

The NABSE Charles D. Moody Research and Development Institute on African American Education will be the primary delivery system of program services for the Demonstration School Project. The NABSE Moody Institute will:

1. evaluate proposals for participation in the DSP;
2. develop specific demonstration school objectives and plans, in conjunction with the local site;
3. coordinate volunteer services, affiliate participation, and utilization of resources provided by educational publishers, African American entrepreneurs, and others;
4. provide technical assistance in program development and implementation;
5. develop off-site and special programming in conjunction with the DSP site;
6. propose, design, implement, and publish findings of research projects related to demonstration school programming;
7. promote successful pedagogical strategies which emerge from demonstration school programs.

SITE SELECTION

Selection of the first NABSE Demonstration School Project site is scheduled for 1988. The criteria used to assess proposals submitted by school districts interested in affiliation with the DSP will include a significant enrollment of African American learners; a demonstrated interest in increasing achievement levels of African American students in reading, mathematics, communications, critical thinking, and problem solving; a demonstrated interest in modifying curricula as recommended in *Saving the African American Child* (1984); a priority list of identified needs; a willingness to conduct a needs assessment jointly developed by NABSE and the local district; and a willingness to allocate funds and human resources to develop demonstration school programming.

Proposals will be evaluated by the Moody Institute, which will then make recommendations to the NABSE Executive Board. After a site has been selected, the Moody Institute and the site will jointly conduct a comprehensive needs assessment. Using the data gathered, both parties will develop a specific plan for demonstration school programming. After examining the proposed plan for legal and policy implications, the Institute will present the plan and a timeline for its implementation to the NABSE Executive Board.

The Demonstration School Project is designed as a two or three-year effort. First year activities will be assessed to facilitate planning and modification and/or expansion of services for the second year. Should a third year be desirable, both the site staff and the Institute team would develop an appropriate plan of action. Institutionalization of DSP activities after the two year partnership is a feasible NABSE target. Strategies to achieve that goal will be recommended by the site staff and the Institute team.

CONCLUSION

As postulated by the late Dr. Ronald Edmonds, NABSE is confident that "we can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far." The Demonstration School Project presented in this report is envisioned by Task Force II as a model which reaffirms NABSE's beliefs that academic and cultural excellence are equal priorities to be pursued concomitantly; cannot occur without cultural excellence; that when students know who they are, they can aspire to success because they have vision; and that children learn best when maximum expectations are held for them by the school, the home, and the community.

I. ORGANIZATIONAL HISTORY OF NABSE

The seeds for the National Alliance of Black School Educators (NABSE) were first sown by Dr. Charles D. Moody, Sr., whose 1970 dissertation at Northwestern University examined school systems led by African American superintendents. With the financial support of the Metropolitan Applied Research Center in New York, Dr. Moody invited a number of African American superintendents to come together to share concerns and ideas, pool resources, and, possibly, form an organization of black superintendents. Fifteen superintendents responded to his letter and, in a meeting at the O'Hare Marriott hotel in Chicago on November 20, 1970, the National Alliance of Black School Superintendents (NABSS) was formed. Dr. Russell Jackson was elected its first president.

In 1972, the U.S. Department of Health, Education and Welfare Office of Education's Office of Special Concerns: Office of African American Affairs awarded NABSS funds to conduct an in-depth research study of 40 school districts headed by African American at that time. Dr. Meharry Lewis was principal investigator for NABSS and its first executive director. The study resulted in the development of a set of educational objectives for school districts enrolling predominantly African American students. Moody's research was corroborated by the study and further suggested that such school districts might benefit from the expertise and guidance of African American educators and superintendents. Dr. Charles Jenkins was NABSS' first liaison to the Office of Education.

In 1973, during the presidency of Dr. Ulysses Byas, NABSS' members voted to include administrators and other educational personnel in the organization and to change its name to the National Alliance of Black School Educators (NABSE). Commissions linking members with common and related job functions were formed.

The membership of NABSE grew steadily under the leadership of Dr. Charles Townsel (1973-1975), Dr. Deborah Wolfe (1975-1977) and Joseph Hill (1977-1979). On January 20, 1979, NABSE officially opened its first office in Washington, D.C. Dorothy Moore, on loan to NABSE from the Detroit Public Schools, served as executive director and liaison specialist in the Washington office. NABSE received a grant from the U.S. Office of Education, Bureau of Special Education, to create the National Technical Assistance Center for Teacher Education in Historically Black Institutions in Higher Education Towards Implementation of PL 94-142. Calvin Crawl was named director of the TAC which provided needs assessments, training,

development, and dissemination of curricula modules to historically black institutions. Throughout this period, NABSE's linkage with the Office of Education was maintained first by Bruce Fleming, and later by Carol Smith, both of whom served as liaison. In 1980, during the administration of Dr. Ernest Hartzog (1979–1981), membership was extended to students and Dr. Crystal Kuykendall was appointed executive director. Dr. Marvin Greene (1981–1983) facilitated NABSE's continued growth through strong fiscal leadership and sound management. William J. Saunders began his tenure as manager of the national office in 1981.

The early 1980's saw the publication of a number of national reports describing what some educators believed to be a crisis in our educational system. However, none of these reports addressed themselves specifically to the plight of the African American learner. In response to this need, NABSE President Donald H. Smith in 1983 commissioned a Task Force on Black Academic and Cultural Excellence. (The members of the Task Force are listed in the Report). This Task Force, now referred to as Task Force I, authored the seminal 1984 report titled *Saving the African American Child.*[1]

Saving the African American Child was the first widely distributed document to clearly articulate the specific needs and concerns of African American learners and educators. It said unequivocally that our children have a right to an excellent education—one that not only effectively teaches basic and higher order skills, but also enables them to become completely developed human beings. It stressed the necessity for cultural awareness and knowledge as an integral part of that education, and established a set of criterion performance goals specifically for African American children. Finally, *Saving the African American Child* called upon African American educators themselves to take the lead in establishing the kinds of schools our children need and deserve.

In 1985, President Charles R. Thomas and President-Elect Patricia A. Ackerman jointly initiated the Educational Development Plan (EDP) as a four-year effort to implement the philosophy and recommendations of the Task Force I report, and to institutionalize the original tenets upon which NABSE was founded. The Educational Development Plan (EDP) is the embodiment of the philosophy and concepts outlined in *Saving the African American Child.* The EDP seeks to fulfill NABSE's primary mission by developing three components, which can be stated as major goals:

1. the development of a Demonstration School Project (DSP) to model academic and cultural excellence for African American learners;
2. the creation of the Charles D. Moody Research and Development Institute on African American Education for delivery of NABSE program services;
3. the establishment of a foundation to administer an endowment program supporting the Educational Development Plan.

In January 1986, the NABSE Board endorsed the EDP and approved strategies for implementation. The sum of $25,000 was invested as the initial endowment to establish the NABSE Foundation, and steering committees for the foundation and the Moody Institute were appointed. Detailed planning for the Demonstration School Project began in February 1986 with the appointment of Dr. Emeral Crosby as chair and Dr. Adrienne Y. Bailey as vice chair of Task Force II.

On July 6-9, 1986, one hundred and twenty educators, publishers' representatives, and African American entrepreneurs servicing the field of education gathered in Columbus, Ohio to draft a document that would propose in detail a conceptual framework for the Demonstration School Project. During this meeting subcommittees were established and convened to develop proposals for each of the key areas of the DSP, including district administration, local school administration, instruction and instructional support, higher education, policy development, special projects, and collaboration with entrepreneurs and educational publishers (see Appendix B). In addition, strategies for affiliate support of the DSP were developed. Expert consultants also contributed ideas toward the design and implementation steps for the project. The services of a publicist were enlisted to promote the EDP and the work of the Task Force in the mass media.

Following the Columbus meeting, members of Task Force II continued to refine and develop the key areas of the demonstration school model. By July 31, 1986, finalized versions of the subcommittee proposals were forwarded to the Task Force leadership. On August 4 of that year, President Thomas, President-Elect Ackerman, and Treasurer Barbara Jackson held a news conference at the National Press Club in Washington, D.C. to publicly announce the conception of the Educational Development Plan.

The Demonstration School Project model developed by Task Force II was the primary focus of the NABSE annual conference which was held in November, 1986, in Washington, D.C. Task Force leaders outlined for NABSE members and other conferees the background and evolution of the DSP, and presented a draft report describing the basic elements of the proposed model. NABSE commissions reviewed and discussed the draft document and provided useful suggestions for improvement. Task Force II subcommittees also met during the conference to report on their progress since the Columbus conference and to work on additional tasks. In January, 1987, additional funds to support the project were appropriated by the NABSE Executive Board.

At present, NABSE has members in 35 states, as well as Canada, Great Britain, West Germany, and the Caribbean, and over forty affiliates serving African American educators and leaders. Many NABSE members are distinguished teachers and scholars who have achieved wide public recognition for their contributions to the cause of African American education, and many hold positions of considerable authority and responsibility in public school districts and higher education.

As the 21st century nears, NABSE's officers, members and affiliates have pledged themselves not only to continue to serve as an advocate for those African American learners whose needs have been ill-considered in the past, ineffectively addressed in the present, and accorded minimal priority for the future, but to lead the way through the creation of a concrete model that demonstrates the goals of academic and cultural excellence set forth so clearly in *Saving the African American Child.*[1]

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1. *Saving the African American Child.* A Report of the National Alliance of Black School Educators Task Force on Black Academic and Cultural Excellence (Washington, D.C.: NABSE, 1984).

II. DEMONSTRATION SCHOOL PROJECT

PHILOSOPHICAL BASES

The NABSE Demonstration School Project is a bold initiative designed to translate the philosophy and recommendations set forth in *Saving the African American Child* into operational terms and to institutionalize NABSE's mission in this regard. The following excerpts from that report are provided to establish the context for demonstration school programming:

On Excellence in Education (p. 11)

Excellence in education is much more than a matter of high test scores on standardized, minimum or advanced competency examinations. We expect the schools to expand the scope of knowledge and to develop the rational, reflective and critical capacities of our children. We have every right to expect that, upon completion of public school work, our children will have the general skills to enter the world of work and to be fully functional members of the society. But more than this, we want the *content* of education to be *true*, *appropriate*, and *relevant*. We want the educational *processes* to be *democratic* and *humane*. We want the *aim* of education to be the complete development of the person, and not merely preparation for the available low-level jobs that may serve no purpose beyond individual enhancement.

Among other things, excellence in education must prepare a student for *self-knowledge* and to become a contributing problem-solving member of his or her own community and in the wider world as well. No child can be ignorant of or lack respect for his or her own unique cultural group and meet others in the world on an equal footing. We believe that this type of excellence in education is a right of the masses and is not merely for a small elite.

Cultural Emphasis (pp. 12–13)

Academic excellence cannot be reached without cultural excellence. We expect African Americans to meet academic standards of excellence. We also know that African American history and culture will be unavoidable if truth and quality scholarship form the basis of what is taught and respected in public schools, not as an appendage to subjects but as an integral part.

A culturally salient and sensitive education is a frontal attack on the cumulative effects which prolonged and persistent racism has had on American society. The study of the history and culture of African Americans as reflected in schools, especially in textbooks, in all academic subjects, has

historically been more neglected and less influenced by quality historical scholarship than any other topic. To a very large degree, the negative attitudes and reactions which many European Americans have toward African Americans are shaped by the sins of omission and commission that are operative in public education's treatment of African and African American history and culture.

On the Use of the Descriptor, African American (p. 14)

Throughout this report we have used the unhyphenated name, African American, to identify the black population, previously called Negro, "colored," and black. African Americans have called themselves many names since the ancestors were torn from their tribal moorings in Africa and deprived of their histories. We remove the hyphen to emphasize this rupture.

The African Americans' change of name reflects their enlightment over the centuries about the double-consciousness described by DuBois, its effect on their condition in the social order, and the use of these data for survival and liberation. It is for this reason that we use this name in this report.

On Quality and Excellence in Education for African Americans (p. 14)

All of this leads us to state as clearly as we possibly can that quality and excellence in education for African Americans include: excellence in the "basic skills," in liberal, vocational, economic, political, and spiritual education. But it includes, in addition, excellence in ridding our people of all vestiges of miseducation. This means that the reclamation and restoration of our history and recognition and respect for our rich culture are priorities that are equal in importance to all other priorities.

On Criterion Performance Goals for African Americans (pp. 35-36)

The Task Force notes that performance goals for public schools are usually stated in terms of normative scores (where students, classes, or schools rank as compared to other students). This is grossly inadequate for our purposes. We believe that a high level of academic achievement is within reach of virtually all African American children. Specifically, we believe that the following criterion levels of performance in basic subjects must be established as standards and must be reached by our children by the end of the twelfth grade.

1. Mathematics: Criterion performance, algebra in the sixth grade and calculus by the twelfth grade.
2. Economics: Criterion performance, understanding of the workings of the American economic and other economic systems.
3. Political Science: Criterion performance, an understanding of and the ability to discuss the workings of the American political system.

4. Computer competence: Criterion performance, the ability to write computer programs in one or more languages.
5. History: Criterion performance, an understanding of and the ability to discuss African American perspectives on standard historical topics commonly taught in schools.
6. Language Arts: Criterion performance, to be able to write a term research paper demonstrating the ability to use common English, appropriate documentation of ideas and appropriate presentation of ideas.
7. Foreign Language: Criterion performance, a speaking, reading, and writing knowledge of at least one foreign language. The acquisition of competence in an African language should be available as an option.
8. Sciences: Criterion performance, a passing grade in a course equivalent to general chemistry. This assumes that the common practice is to require appropriate coursework in biological and physical sciences as a prerequisite.
9. Vocational: Criterion performance, typing, child care, work habits, employability.
10. African American History and Culture: Criterion performance, ability to tell the general story of African and African American people from earliest times to the present.

In addition to the criterion performances in academic areas cited above, certain general academic goals which transcend the disciplines mentioned above are attainable. Among these are the following:

- The demonstration of critical thinking
- The demonstration of creativity
- The demonstration of the acquisition of a systematic approach to problem solving and the demonstration of an understanding of the scientific method.

Our thinking on the criterion levels of performance is in essential harmony with two of the recent education reports, the College Board report, *Academic Preparation for College: What Students Need to Know and Be Able to Do*[2] and *The Paideia Proposal*,[3] edited by Dr. Mortimer Adler.

Our Goals Are Clear (pp. 20-21)

We have a vision of quality education for the African American child. Our standards are not stated in terms of percentages above or below national test averages. Such "standards" are far too low and do not deal with additional objectives which we deem to be vital. We will articulate here these and other standards which we know that our children are capable of reaching. Contrary to some professional thinking, the capacity of African American children to

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2. The College Board, *Academic Preparation For College: What Students Need to Know and Be Able to Do* (New York: The College Board, 1984).
3. Mortimer Adler, *The Paideia Proposal* (New York: MacMillan Publishing Co., 1982).

learn is intact, in spite of the malignant neglect by our social, educational and other systems. The major problems are the problem of resources and the problem with the national, state and local will and commitment to insure that our children's needs are met. There is also a problem that we have as African American professionals, parents, and communities. We cannot depend on external systems to do the whole job, even though we are entitled to that support. We must never leave the total education of our children in the hands of others! (p. 12)

Summary (p. 12)

While public education will be the most productive when the environments for both living and learning are mutually supportive of human growth and development, we believe that effective educational leadership and good teaching will save large numbers of African American students from experiencing twelve or thirteen years of inconsequential public education. We affirm Ronald Edmond's premise: "The educability of students derives far more from the nature of the school to which they are sent than it derives from the nature of the family from which they come."

AIMS AND BENEFITS

The NABSE Demonstration School Project is the centerpiece of the Educational Development Plan. Envisioned as a partnership between NABSE and a local school district, the DSP will benefit African American children while providing assistance to those who work with them. This assistance, to be delivered chiefly through the Charles D. Moody Institute for Research and Development on African American Education, will be available in several areas, including needs assessment and prioritizing, programming, staff development, assessment, research and development, and media promotion. Institute professionals will also be available to coordinate assistance by NABSE affiliate volunteers, "broker" educational materials and other resources committed to NABSE by educational publishers and others, and assist the local site in generating and managing needed financial resources. Together, NABSE and the participating school can develop educational programming that may serve as a model for other schools wishing to advance the cause of African American education—hence the name, Demonstration School Project (DSP).

NABSE believes that the benefits accruing to any school interested in participating in the DSP would be considerable, including the following:

1. tangible evidence of their commitment to maximizing academic achievement for African American learners;
2. increased cultural excellence and achievement for African American learners;
3. active affiliation with a national professional educational organization;
4. utilization of African American professional talent;

5. access to educational materials and resources available only through NABSE;
6. the opportunity to reexamine, refocus, and redirect school programs;
7. national publicity and exposure.

Additional benefits would include increased involvement with and support for the school, a more responsive student body, and formal feedback about school programs, student progress, and student achievement.

GENERAL ASSUMPTIONS REGARDING PARTNERSHIP AND PARTICIPATION

Because each school exists in its own unique context and has many pre-established priorities, commitments, and requirements, the Demonstration School Project model is generic rather than particular; that is, it can be adapted by each local school to serve its own particular constituency. The partnership to be established between NABSE and an individual school, therefore, rests on several assumptions:

a. Given that current educational research identifies the local school as a major unit for change and improvement, the most effective way for NABSE to take concrete steps toward improving the educational circumstances of African American learners is to establish a partnership with a local school.
b. Given that the local school district has a set of obligations and priorities already established, demonstration school programming must be a cooperative effort between NABSE and the local school district.
c. Given that demonstration school programming for grades K-12 cannot be accomplished all at once, the initial focus of such programming must be targeted to one specific building level at a time, e.g., elementary, middle school, or high school.
d. Given that all public schools are regulated by federal, state, and local laws, NABSE programming must conform to all legal mandates which pertain to a local school situation.
e. Given that all public schools are required to operate in accordance with board of education policies, NABSE programming must conform to all local policies.
f. Given that a variety of successful partnership programs exist, the generic NABSE model can drawn from a variety of sources to develop a plan appropriate to the local site.

NABSE furthermore believes that efforts to attain cultural and academic excellence for African American learners cannot be limited to the boundaries of the school or the efforts of the school staff alone. Our assumptions in this regard include the following:

a. Given the critical educational needs of African American learners, participation in the partnership should be expanded to include all available resources within a community.

b. Given the availability and accessibility of churches, recreation centers, lodge halls, African American cultural centers and museums, and other community facilities, educational activities which enhance the programs of the schools should be developed for implementation during non-school hours.

c. Given the mutal interests of schools and colleges in the educational process, collaborative programming must be developed between public schools and area colleges and universities.

d. Given the traditional role of parents as partners in the schooling process, their participation should be actively sought, nurtured, and enhanced.

e. Given the vested interest all learners should possess in their own education, students should participate in proposing and designing learning experiences with guidance and direction from educators.

CHARACTERISTICS OF A DEMONSTRATION SCHOOL PROJECT SITE

A growing body of research indicates that among schools serving very similar populations of students, some schools are more effective than others. Furthermore, research indicates that the most effective schools share several common characteristics and objectives. Task Force II, therefore, has identified a number of elements that should be exemplified in a fully developed Demonstration School Project site.

1. *Effective Leadership at All Levels*

A demonstration school site should include attempts to build school leadership at all levels. Experience has shown that effective leadership skills can be taught not only to school administrators and staff, but to students and their parents as well. Teachers who are given the opportunity to learn and develop these skills will not only become more effective classroom managers, but will serve as role models for other professionals and for students as well. Students who develop leadership skills can have a powerful positive impact on their peers' social adjustment, character development, citizenship, and academic achievement. Parents who act as leaders in their neighborhoods and communities can help create educational enrichment opportunities to complement the programs of the schools. Because principals are the primary leaders in schools, they should set the example, the tone, and the climate in which the leadership capabilities of others can be identified and nurtured.

2. *A Sense of Mission Clearly Defined and Cooperatively Developed*

An effective school has a clearly defined and articulated mission or set of goals. For a NABSE demonstration school site, such a mission is best formulated by soliciting input from all parties who share a stake in the successful education of African American learners. Furthermore, priorities within that mission are best established by taking into account commitments between parents and educators regarding shared goals and by making a realistic assessment of proposed objectives. Once the school's mission is agreed upon, it should

be communicated frequently to all concerned parties through a variety of media. Particular care should be taken to ensure that the students themselves understand what the school stands for and is attempting to do, so that they can become active participants in their own education. The continued reiteration and communication of the school's goals will help to further clarify the nature and purpose of the mission, and will reinforce the desire of the school and community members committed to taking an active part in ensuring that this mission is realized.

3. *Maximum Performance Expectations for Students and Staff*
The cornerstone of a successful mission to save African American learners is the establishment of maximum performance expectations for students. Such expectations must be based on criterion performance goals rather than on norm-referenced standardized test outcomes. Beyond the specification of courses and description of school curricula, the perspective of what constitutes effective learning must focus on clearly defined learning outcomes. These learning outcomes must be rigorous as well as comprehensive for every major subject and skill, and performance levels must exceed minimum or normative levels of attainment. Such learning goals are most effective if they remain sensitive to differing student learning styles. *Saving the African American Child* has provided a clearly articulated set of criterion performance standards to be attained by African American learners by the time that they reach the twelfth grade.

Defining maximum performance expectations for staff is also important. Using techniques such as individual goal setting, periodic observations by peers and supervisors, and self-assessment, teaching and guidance staff can define and strive to achieve higher performance levels which will in turn promote and support enhanced attainment levels of students.

4. *The Development of Cultural Excellence*
Curricula must become more culturally relevant to the history and experience of learners and must enlighten them politically, economically, socially, mentally and physically, and healthwise so that their academic pursuits occur in a context which is truthful and relevant. African American learners must be taught the contributions of their people in all subject areas. These contributions cannot be relegated to a single course, a separate unit, or one time in a school year. Integration of culturally and historically accurate data in each course is a first step in developing academic and cultural excellence.

Most teachers will need to be retrained in order to accomplish this objective. Teachers cannot and do not teach that which they do not know. Once they are knowledgable about the kinds of information that can be infused in curricula, teachers will be empowered to promote cultural excellence more effectively.

Most students can be expected to emulate excellence which is relevant to them. They cannot define excellence for themselves with irrelevant definitions. African American learners should be provided learning experiences which

train, socialize, and enlighten while encouraging the pursuit of excellence. Experiences outside the school which promote cultural excellence and stimulate academic achievement should also be provided by parents and made available in school communities through churches, libraries, organizations, or agencies that value educational attainment.

5. *Relevant and Effective Curricula*
In addition to infusing culturally accurate information into the curriculum, instructional staff may wish to reevaluate the existing curriculum in terms of its relevance, effectiveness, accuracy, clarity, and usefulness to learners. Such review is best undertaken as a team effort which utilizes multiple perspectives to determine what is necessary to basic understanding of a skill or subject, as well as ways to incorporate newly emerging relevant information.

Consistency of instruction and potential dissonance between courses and teachers should also be examined. Such procedures may be undertaken with the aid of objective facilitators or consultants who are not members of the school or district staff. Curricular advisory committees comprised of professionals, parents, and appropriate others may also play a role in curriculum review and revision. Once curriculum review and revision has been completed, building-level instructional teams can be organized to monitor curriculum clarity, conduct periodic review, and recommend updates.

6. *Frequent Monitoring and Reporting of Student Progress*
Research indicates that ongoing monitoring of and feedback about achievement helps maintain high levels of motivation and enables necessary intervention to occur on a timely basis. Such reporting has been demonstrated to be most useful if it includes recommendations for improvement and suggestions for fulfilling maximum expectations. Conferences with parents are also a valuable strategy for increasing achievement. Parents who are welcomed in an atmosphere of warmth and cordiality will come to feel that the school values them as partners in the educational process and is depending upon their active involvement to assure maximum achievement.

7. *A Safe and Positive School Climate*
All students, including African American students, learn best in an atmosphere which they perceive to be both safe and desirable. There are a variety of steps which can be taken to promote a positive school climate. For example, procedures for handling safety and security matters can be developed and communicated to students, staff, and parents. Consequences for misbehavior can also be defined as part of teaching students their rights and responsibilities in school matters. Disciplinary situations should be addressed swiftly and consistently. Additionally, a sense of self-worth, pride, and unity can be instilled through the use of traditional techniques such as recognition activities, awards, and other promotional events.

8. *Active Participation by Parents and the Community*
Parents or guardians should be provided with information about the role they are expected to fulfill when they first enroll their children in the schools.

Programs which orient parents to school activities, help them to understand achievement data, and assist them in dealing effectively with learning or other student problems can play a crucial role in the eventual achievement of learners. Additionally, faculty and staff should be aware of and sensitive to the values, mores, and lifestyles extant in the homes of the students.

However, education must be a community priority if its young are to become productive citizens. While parents have the primary responsibility for the education of their children, other members of the community also have a vested interest in the success of young people. Efforts should be made to engage other persons who have no children or no longer have school-age children to support the school and its activities. To enlist the support of these individuals plus various community organizations, schools can employ a variety of outreach strategies. Finally, schools can encourage merchants and other community organizations to become actively involved by designating mentors who will help bridge the gap between the schools and the outside world.

9. *Encouragement of Civic Responsibility and Participation by Students and All School Personnel*

While schools can benefit greatly from having community members and organizations support their efforts in various ways, even greater benefits may be gained by encouraging both students and staff members to participate actively in the community. Such participation will help students develop a sense of pride in their community and will teach them to view service and civic responsibility as meaningful aspects of life, without regard to compensation. While building good character and citizenship for the students, it will also generate support for the school. Community service by staff members can also be an effective mechanism for improving local perception of the school.

III. SITE SELECTION CRITERIA AND PROCESS

CRITERIA

The following criteria will be used to assess proposals submitted by school districts desiring to affiliate with the NABSE Demonstration School Project:

1. a significant enrollment of African American learners;
2. a demonstrated interest in increasing achievement levels of African American students in reading, mathematics, communications, critical thinking, and problem solving, and in developing exemplary character and good citizenship;
3. a demonstrated interest in modifying curricula as recommended in *Saving the African American Child;*
4. a priority list of identified needs;
5. a willingness to conduct a needs assessment jointly developed by NABSE and the local school/district;
6. a willingness to allocate funds and human resources to develop demonstration school programming.

PROCEDURES

The following procedures will be used in selecting Demonstration School sites:

1. Letters of interest from local sites shall be submitted to NABSE. Letters must address all of the criteria specified and should be signed by the school principal, the Superintendent and the President of the Board of Education.
2. Letters of interest will be evaluated by the Moody Institute, which will then narrow the field of applicants. School systems still under consideration will be invited to submit formal applications.
3. The Moody Institute will evaluate all formal applications and arrange visitation to a number of sites to discuss needs, interests, and priorities. Following the visits, NABSE will invite one school to become the first Demonstration School Project site.
4. After initial acceptance by the school, the Moody Institute and the site will jointly conduct a comprehensive needs assessment. Using the data gathered, both parties will develop jointly a specific plan for demonstration school programming.
5. After examining the proposed plan for legal and policy implications, the Institute will present the plan and a timeline for its implementation to the NABSE Executive Board for approval.

6. The DSP site district will receive the NABSE-approved plan for final acceptance.
7. The Moody Institute and the DSP site will prepare a timeline for delivery of NABSE services.

IMPLEMENTATION TIMELINE

The Demonstration School Project is designed as a two or three-year effort to enhance existing and proposed activities for a specific school in a public district. The first year of partnership is to commence in September, 1988.

Detailed planning, setting of goals and objectives, and comprehensive orientation activities developed by NABSE and the local staff will precede delivery of service. First year activities will be formally evaluated to facilitate planning and modification and/or expansion of services for the second year. Should a third year be desirable, both the site staff and the Institute team would develop an appropriate plan of action.

Institutionalization of DSP activities after the two year partnership is a feasible NABSE target. Strategies to achieve that goal will be recommended by the site staff and the Institute team.

EVALUATION PROCEDURES

Evaluation of the Demonstration School Project is critical to its future success and expansion. Assessment should be implemented at several levels to ascertain the extent to which programming is effective.

Detailed plans and procedures for measuring and reporting the achievement of learners and the effectiveness of the instructional staff, curricular materials, organizational elements, and consultants should be developed jointly by NABSE and the DSP site. Assessment data generated can then be utilized to formulate needed changes in the DSP model, such as corrective educational plans for underachievers, a plan for retraining instructional staff, and/or a schedule for renewal and replacement of curricular materials and equipment. Decisions relative to the types of data gathered, the instruments used, and timetables for implementation should be determined in accordance with NABSE Board policies. To some extent, committees of staff, students, parents, and appropriate others can be involved in such decision-making; their recommendations should be sought.

IV. CHARLES D. MOODY INSTITUTE FOR RESEARCH AND DEVELOPMENT

The NABSE Charles D. Moody Institute for Research and Development on African American Education will serve as the primary delivery system through which program services for the Demonstration School Project will be channelled.

Specific tasks associated with these responsibilities are briefly defined below:

Planning—Preparation of activities, procedures, and timetables associated with the delivery of services; assistance to the local site in developing specific program goals and objectives.

Promotion—Dissemination of plans, strategies, and other information to persons interested in the Demonstration School Project.

Needs Assessment—Systematic collection and examination of data to determine the needs of the local site; researching and determining availability of resources to meet identified needs.

Demonstration School Project Services—Coordination of target site goal-setting and programmatic thrusts; technical assistance; recommendations for research design; resource sharing; staff development; project monitoring and evaluation.

Professional Growth Program Services—Development of content and materials for intensive short-term offerings in various locales and settings; assistance in selection of courses, sites, and faculty; determination of dates and costs; coordination of evaluation.

Special Programming—Assessment of and recommendations for inclusion and/or participation in community programs and events complementing the DSP project; establishment of linkages with community resources.

Research—Development and maintenance of a research agenda and data bank of information and resources relevant to DSP.

Brokered Resources—Coordination of volunteer services; assistance in utilization of resources committed to NABSE by educational publishers, African American entrepreneurs, and others.

Affiliate Involvement—Coordination of affiliate participation in project promotion, service delivery, and support activities.

Financial Support—It is expected that interested local districts will allocate funds and in-kind resources to support the Demonstration School Project. While monies may exist within district resources to fund the project, NABSE recognizes that additional funds may be needed to address the range of Demonstration School Project objectives on a multi-year basis. NABSE, therefore, is prepared to work with a local site to generate additional funds.

V. CONCLUSION

The NABSE Demonstration School Project has at its center several basic philosophical beliefs, which have been reinforced by the collective experience and professional knowledge of our Task Force II membership and other contributing parties. The Task Force reaffirms that:

- Academic and cultural excellence are equal priorities to be pursued concomitantly.
- When students know who they are, they can aspire to success because they have vision.
- All children can learn; they learn best when maximum expectations are held for them by the school, the home, and the community.

The generic model of collaborative partnership which incorporates these philosophical beliefs is a professional vehicle for actualizing NABSE's mission to save African American learners through academic and cultural excellence. While partnerships are no panacea, they now exist in numerous public school districts throughout the United States. Task Force II is convinced that the collaborative model proposed is consistent with all that has been learned thus far about what makes a good partnership and the process of collaboration.

Collaborations require the enthusiastic backing of top leadership. The support of school district and building administrators with clearly stated responsibilities for bringing various parties together, for helping to define and maintain what needs to be done, and for providing the funds needed for implementation is critical. However, department chairpersons, teachers and others at the second and third levels must also be committed to the project, because they will do most of the work. Furthermore, incentives and rewards for participation must be built into the program. There must be publicity so that those involved can be recognized for their contributions and colleagues can view their involvement as appropriate and professionally rewarding.

We are confident that "we can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

Armed with this insight postulated by the late Dr. Ronald Edmonds of the effective schools movement, and empowered with our collective expertise and commitment, we believe that the Educational Development Plan and the Demonstration School Project will make a difference for African American children.

APPENDIX A

AFRICAN AMERICAN ENTREPRENEURS

Task Force II gratefully acknowledges the participation of African American entrepreneurs in the Demonstration School Project. Their continued involvement and commitment to the goals of the Educational Development Plan is most desirable and highly valued. Because NABSE is committed to the promotion of economic development for African Americans, we believe that African American learners must be taught the significance of self-determination. Their school-related learning experiences must teach them the importance of entrepreneurship to the survival of African American people and their communities.

NABSE encourages and supports the utilization of goods and services provided by African American entrepreneurs. Accessing their services will not only model career opportunities available to African American students, but will also enhance the overall cultural emphasis of the Demonstration School Project.

Current Directions
Ann Arbor, Michigan
Christella D. Moody, President

Ogden Distributors, Inc.
Detroit, Michigan
Shirley Ogden, President

Ruth Love Enterprises, Ltd.
Oakland, CA
Ruth Love, President

Science Weekly Magazine
Washington, D.C.
Claude Mayberry, Publisher

APPENDIX B

PUBLISHERS' COMMITMENTS

Task Force II gratefully acknowledges the participation and support of major educational publishers who have made substantial commitments of instructional resources to the Demonstration School Project.

Any of the resources described herein will be available to Demonstration School sites at no cost through NABSE, which will serve as a broker for these services.

Computer Curriculum Corporation
Palo Alto, California

CCC will provide material and human resources. These resources are available to benefit youth and adults (all ages). Emphasis is on development of math, reading, language, and computer literacy. Other material resources focus on survival skills, GED preparation, and keyboard skills.

Material Resources: CCC will donate computer equipment to one NABSE Demonstration School site in Northern California. Other sites will be considered after initial implementation in Northern California.

Human Resources: CCC will initiate, install, train, and provide on-going support of the NABSE Demonstration School Project. CCC is nationwide; therefore, it can serve all school systems. To accomplish a nationwide network of computer facilities, it will be necessary to negotiate with selected sites as to their commitment and resources available from existing funding sources.

Control Data
Rockville, Maryland

Control Data, a computer-based instructional management program, is available to provide material, human and fiscal support at different levels of the NABSE Educational Development Plan. These resources are available for students and teachers (grades K-12).

Material Resources: Include computer technology and equipment, instructional materials, and testing products.

Professional Learning System: (to be installed at the first NABSE Demonstration School site, by September 1987) This computer-based system will support and improve instructional outcomes. The system facilitates management and coordination of courseware and curriculum, adaptive testing products, staff development and school administration goals, and the development of student profiles and individual needs.

K-12 Curriculum Courseware: Curriculum courseware will be available through a wide range of software. Subjects include reading, writing, language arts, math, computer literacy, and foreign languages. Testing center products and educational applications for Beta testing are also available.

Human Resources: Control Data Instructional Technology consultants and trainers will be available to plan and implement the program.

Fiscal Resources: Include funds for research and development projects ($2500 corporate contribution). Control Data will provide the NABSE Foundation with an initial monetary contribution.

Harcourt Brace Jovanovich, Inc.
Orlando, Florida

The Harcourt Brace Jovanovich School department is willing to cooperate by providing materials and human resources free of charge.

Material Resources: Instructional materials for developing reading, writing, and communication skills. Textbooks and ancillary materials to meet special needs of teachers and students.

Human Resources: Consultant services will be available for the successful implementation of our programs.

Fiscal Resources: HBJ will continue to support the NABSE Foundation by way of corporate contributions.

Holt, Rinehart & Winston
Austin, Texas

Holt, Rinehart & Winston is able to provide material and human resources free of charge.

Material Resources: Material resources focus on mathematics problem solving and development of computer skills. Materials include text books for each student (Holt *Mathematics Unlimited*, 1987 Edition) and teachers' editions; workbooks for each student; motivational posters; calculator kits; manipulative kits; one Apple IIe with monitor; dual disk drive and printer; computer cards and problem solving software and card reader.

Human Resources: Consultant services will be available for the successful implementation of the program.

Fiscal Resources: A contribution was given to NABSE for the Educational Development Plan in September 1986.

Open Court
LaSalle, Illinois

Open Court will provide material resources that focus on English (reading and writing) and mathematics. Instructional materials will be tailored to meet certain needs of teachers, administrative in-service training and follow-up.

Material Resources: Include curriculum based on the following programs:

Headway Basal Reading and Language Arts: focuses on developing reading, writing, and communication skills.

Real Math: focuses on developing problem solving skills that will link real life experiences with development of quantitative thinking skills.

The Reading Connection: focuses on reading, writing, comprehension, and vocabulary skills development.

Random House
New York, New York

Since Random House is basically a supplemental publisher, the exact nature of their contribution requires further explanation. Initial services which may be expected include:

Material Resources: Random House is the premiere publisher of test taking materials. These materials are grouped under many headings but generally come under the common name of Scoring High. Basically, these materials are used in grades 1-8, but because test taking skills are needed so much at all levels, these materials are sometimes used at higher levels.

In addition to these materials, Random House has a line of materials called the Achievement Series which covers basic skills in literature, comprehension, and composition. Random House would gladly place classroom sets of 15 in each classroom in grades 1-8. Finally, Random House will have a phonics program by the time the demonstration school is set up and would supply each pupil in grades 1-3 with a copy.

At the high school level, Random House will commit three great books in health, economics, and psychology.

Scott, Foresman and Company
Glenview, Illinois

Scott, Foresman and Company is dedicated to the Educational Development Plan and will vigorously pursue the involvement of Black American educators as consultants and authors in the development of textbooks published by Scott, Foresman and Company.

They will contribute appropriate volumes regularly to the Resource Library of the Charles Moody Institute, and participate as an exhibitor and sponsor of programs for the annual November NABSE conference.

In addition, they will pilot, liberally, in the NABSE Demonstration sites with appropriate basal programs for the teaching of reading, language arts, mathematics, science, social studies, literature, foreign languages and health. They have agreed to provide the services of educational consultants who will work cooperatively with the teachers and administrators in the NABSE Demonstration sites toward the development of more effective strategies for teaching children who live and learn in urban environments.

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